

Prep to Year 2: Monday, April 20

TASK 1: LITERACY

Approx: 40 mins

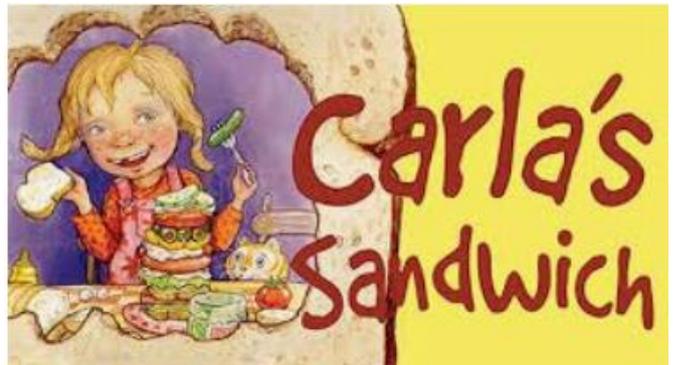
Reading Comprehension

Note to Parents/Guardians:

Adjectives are describing words. They describe the noun in the sentence. Adjectives help to make writing more interesting and help us develop a more detailed picture in our head of the noun. (A tree. A tall tree. A tall, leafy tree.)

You will need:

- access to the following link or a copy of the book 'Carla's Sandwich' by Debbie Herman read on Storyline.
<https://www.storylineonline.net/books/carlas-sandwich/>



Activity:

Adjectives help to give more information about a noun. In stories, they help us to develop a clearer picture of the noun they are describing. This book uses lots of adjectives to describe the sandwiches.

You are now going to read the story 'Carla's Sandwich' by Debbie Herman.

Before reading:

Predict what 'Carla's Sandwich' will be about. Think about what sorts of things you like having on a sandwich?

During reading:

Listen to the story 'Carla's Sandwich'. While you are listening, take notice of all the things that were put in the sandwich.

After reading:

Draw a picture of an interesting sandwich, like one that Carla might make. Label all the fillings you have put in your 'sandwich'. Give your sandwich an exciting name like Carla does (eg, Carla's Crunch).

Years 1 and 2: Write a sentence using at least two adjectives to tell us about your sandwich.

For eg, My sandwich is gooey and crunchy.

Extension: How would you describe Carla? What type of a person is she? Why do you think that?

Curriculum Links:

English – Language – Responding to Literature

Foundation: Share feelings and thoughts about the events and characters in texts

Year 1: Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences

Year 2: Compare opinions about characters, events and settings in and between texts

TASK 2: LITERACY

Approx: 45 mins

Writing – Story Salad

Note to Parents/Guardians:

The ABC Kids Listen is a radio station aimed specifically for kids. Story Salad is a segment where the hosts are given three words and they have three minutes to use those three words in a short story. This activity asks your child to have a go at a similar task. (You can give your child some extra time if you feel it is needed) Children will then get the chance to write their story down. Younger children will need help – you may need to help them generate ideas and or scribe some of the story for them.

You will need:

- dice
- word list from, the Appendix
- stopwatch/timer or similar
- access to the following website <https://www.abc.net.au/kidslisten/story-salad/>
- a device that can record audio (optional)

Activity:

Choose one of the 'Story Salad' episodes to listen to. Listen carefully to how they use the three words they are given in the story that they make up on the spot. Notice how their story has a beginning (introduces the characters, the setting and what is happening) a middle (an adventure, a problem to solve) and a conclusion (the story finishes and they solve the problem).



Now it is your turn!

- Use the dice to help you choose three unrelated words from the lists in the Appendix. Roll your dice to choose a word from list 1, roll it a second time to choose a word from list 2 and a third time for a word from list 3. Write these words down somewhere you can see them.
- Set your timer (or stopwatch) for three minutes.
- And press Go! Tell your story, weaving those words into a short story. (Your parent or older sibling can help you). Try and finish your story in three minutes. You might like to record your story so you can listen back to it.

How did you go? It's not as easy as it sounds. Have another go with some different words. (You can extend or shorten the time if needed. Parents gauge if your child needs more or less help to come up with a story.)

After you have had a few turns, choose your favourite story to write down. (Foundation/Prep students may like to draw their picture and have you write the story).

If you have recorded your story, you could listen to it as you write it down. Don't forget to try your best to have correct spelling and punctuation. Edit your story to make sure it makes sense.

Draw a picture to go with your story.

Curriculum Links:

English – Literacy – Creating Texts

Foundation/Prep: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.

Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops.

Year 1: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams.

Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation.

Year 2: Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose.

Re-read and edit text for spelling, sentence-boundary punctuation and text structure.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

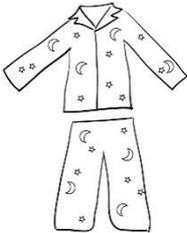
Ordinal Number

Note to Parents/Guardians:

Ordinal numbers refer to a number that tells the position of something in a series (first, second third etc.). They can be written as the numeral followed by the last two letters of the word (first – 1st, second – 2nd etc.)

Activity:

Foundation/Prep: Divide your page into 5 boxes. Write/draw 5 things (1 in each box) that you do after dinner to get ready for bed. Place them in the order that you do them and write 1st, 2nd, 3rd, 4th and 5th in the box. Some examples are below. Your routine might be different.

Clean your teeth	Get your pyjamas on	Go to the toilet	Have a bed-time story.	
	 <small>www.thefairyprint.co.uk</small>		 <small>alamy stock photo</small>	

Years 1 and 2:

Divide your page into 10 sections. Write/draw 10 things that you do every day. (You do not have to include everything that you do). Place them in the order that you do them throughout the day and write their ordinal number in each section (1st, 2nd, 3rd etc.).

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Foundation/Prep: Compare order and make correspondences between collections, initially to 20, and explain reasoning.

Year 1: Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line.

Year 2: Recognise, model, represent and order numbers to at least 1000.

TASK 4: WELLBEING

Approx: 60 mins

Wellbeing – Gratitude

Note to Parents/Guardians: Although we may be stuck at home and there are many factors that are making life difficult for us, it is still important to stop and consider the many things we can be grateful for. Being grateful can help us to be more resilient in difficult times as we realise that even if something is not going well there are still some positive things in our lives. Practicing gratitude regularly helps us all to feel happier \ and has many other health (mental and physical) benefits. You might like to include 'gratitude' as a regular part of your family conversations.

You will need:

- an empty jar (whatever size you have) preferably with a lid and that can be decorated
- craft supplies – wrapping paper, letters, paints, ribbons, stickers gumnuts, leaves, etc.
- glue, scissors, tape and other craft tools.
- <https://www.youtube.com/watch?v=6TYvJh5Cwvw> – My Gratitude Jar by Kristin Wiens

Activity:

Listen to the story 'My Gratitude Jar' by Kristin Wiens. Discuss with your parents and other family members what 'gratitude' means to you.

Make your family a 'Gratitude Jar'. Take your empty jar and decide how you will decorate it. You might be able to decorate a piece of paper, cut to size and then affix this piece of paper around your jar. Or you may simply use stickers and pictures with a 'Gratitude' label. You can make it as fancy or as simple as you like.



Think of something that you are 'Thankful for' even in this difficult time and be the first to add something to your Gratitude jar.

Extension: At dinner time, or another suitable time for your family, introduce your Gratitude Jar. See if all members can add something to the jar. Revisit this jar regularly adding things you are grateful for.

When you are feeling down, or feel like everything is against you, read through your jar and remember all the things you have to be grateful for and life will not seem so bad.

Curriculum Links:

Personal and Social Capability – Self-Management – Express Emotions appropriately

Foundation/Prep: Express their emotions constructively in interactions with others.

Years 1 and 2: Describe ways to express emotions to show awareness of the feelings and needs of others.

LUNCH: 60 minutes

TASK 5: SCIENCE

Approx: 60 mins

Parachutes

Note to Parents/Guardians: Children will need help to follow the instructions and build their parachute. If the parachute does not work initially, experiment with the size of the parachute and weight of the toy as well as the height from which you are dropping it.

You will need:

- access to the following website
https://www.youtube.com/watch?v=Ab_g5sLoXoY
- a piece of plastic (old plastic bag or similar)
- several small toys (small figurines, toy car, small doll)
- 4 pieces of string the same size
- a plate (or similar sized circle to trace around)
- tape
- hole punch

**Activity:**

Watch the following video about the science behind how parachutes work.

After watching, try to explain in your own words how parachutes allow something to slowly travel to the ground.

Have a go at explaining what you learnt to your parent or an older sibling. Do you think you understand it? If not, you might like to watch it again.

Now it is time to have some fun.

- Use the plate to trace a circle on the plastic. Cut the circle out.
- Place four dots near the edge of the circle equal distance apart.
- Cover each dot with tape, to make it stronger, then punch a hole where the dot is.
- Tie one piece of string to each hole.
- Attach the other end of each piece of string to the toy you have chosen.
- Stand somewhere at a safe height (on a stable chair or on some steps) and drop your parachute by holding the top of the parachute and then letting go.

Did your toy fall slowly to the ground? Did your parachute open and catch the air? If not, adjust the way you are dropping the parachute. If it still doesn't work, you might like to adjust the size of your parachute or the weight of the toy you are using, or the height from which you are dropping it from.

Extension: If the parachute does open, experiment with different size (weight) toys, different size chutes or different heights.

Curriculum Links:

Science – Science Inquiry skills – Planning and Conducting

Foundation/Prep: Participate in guided investigations and make observations using the senses.

Years 1 and 2: Participate in guided investigations to explore and answer questions.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Leaping – Taking off and landing

Note to Parents/Guardians:

Fundamental Movement Skills are key gross motor skills that form the basis for all physical activity. They include; rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety as well as object control skills such as bouncing, throwing, catching, kicking, striking. This session focuses on the skill of leaping. Please assess the suitability of these activities for your child in your environment before attempting them.

When leaping ... eyes should be focused forward, take off from one foot and land on the opposite foot, during the leap legs are straightened with the arms held opposite to legs, controlled landing without losing balance.

You will need:

- an outdoor space to set up an obstacle course
- various household objects such as a rope, buckets, pavers, hose, ladder etc.

Warm Up:

Run three laps of your backyard or if suitable and with parents' permission run along your street the length of 5 houses and back. Do this a couple of times with a short rest in between. You should feel slightly puffed.

Activity:

In a clear space in your yard, practice leaping. Make sure your eyes are looking forward, take a few steps 'run up' then take off from one foot and land carefully on the other.

Place 5 'stepping stones' spread out across a space,

Leap across this space from one 'stone' to another without touching the ground.



Stepping stones can be rocks, logs, pavers, chalk drawn on concrete, hoola hoops etc.

Make sure whatever you choose is safe to jump onto, so that you don't break it or you!

Create an obstacle course in your backyard that includes some leaping. (Every garden/house is different so adjust these activities to suit your space)

For eg, you could run around your backyard then:

- leap to reach the edge of the clothes line
- run a bit further then leap over three garden tools
- run, to the edge of the paving then leap onto a particular paver
- run, then leap over a bucket.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Moving our Body

Foundation/Prep: Practise fundamental movement skills and movement sequences using different body parts

Participate in games with and without equipment.

Years 1 and 2: Perform fundamental movement skills in a variety of movement sequences and situations

Create and participate in games with and without equipment.

SUGGESTED LUNCHTIME ACTIVITIES

- Play Uno or another card game (Snap, Go Fish, Memory)
- Build something out of blocks, Lego or similar
- Play with Playdough
- Help write the next shopping list with your parent/s

ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

NOTE FOR PARENTS/GUARDIANS

These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

- 1. Koalas at risk after population halves in past two decades**
- 2. See the closest photos ever taken of the Sun's surface.**

Appendix

Literacy

	Roll the dice to select a word from this list.	Roll the dice to select a word from this list.	Roll the dice to select a word from this list.
1	elephant seal	undersea	bridge
2	alien	letter	Yo-yo
3	sausage dog	beach	camping
4	Prime Minister	Antarctica	teddy
5	cow	Frog	hammer
6	slippers	tractor	school